

Textbook Alignment to the Utah Core – 5th Grade Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.)* Yes X No

Name of Company and Individual Conducting Alignment: Inside Edge Publishing, Inc.

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 5th Grade Social Studies Core Curriculum

Title: Scott Foresman Social Studies, The United States ISBN#: 0-328-25935-7 (TE)

Publisher: Pearson

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students examine the sequence of events that led to the development of the New World and the United States.

Percentage of coverage in the *student and teacher edition* for
Standard I: _____%

Percentage of coverage not in student or teacher
edition, but covered in
the *ancillary material* for Standard I:
_____%

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------|
| Objective 1.1: Generate reasons for exploration and settlement in the New World. | | | | |
| a. | Determine reasons for exploration of North America; e.g., economic, religious, political, adventure. | 48-49, 126-129, 131, 135, 136, 147, 165, 178-180, 181, 184-185, 241, 242, 374-375 | | |
| b. | Trace development of North American colonies. | 144, 148, 165, 169, 172, 178-180, 205, 241, 242 | | |
| Objective 1.2: Identify key events that led to United States independence. | | | | |
| a. | Analyze England's influence on the colonies, e.g., French and Indian War, sea power, trading partner. | 157, 158, 159, 162, 206, 247, 248-250, 251 | | |
| b. | Describe events that brought the colonies together as a nation; e.g., disagreements, confrontations, Declaration of Independence, Revolutionary War. | 265, 269-271, 272-273, 277-279, 280, 281-282, 288-289, 298-299, 318-319 | | |
| STANDARD II: Students will trace the development and expansion of the United States through the 19th century. | | | | |

| Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ % | | |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------|
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> |
| Objective 2.1: Describe how the development of the government promoted United States’ westward expansion. | | | | |
| a. | Identify conditions established by the new government that allowed expansion; e.g., formation of new states, trade, individual rights, land acquisition. | 342, 354, 373, 434-435, 477, 478 | | |
| b. | Identify how states were added to the United States. | 342, 433, 435, 477-478 | | |
| Objective 2.2: Describe the events that motivated expansion of the United States. | | | | |
| a. | Explain the political factors that aided expansion; e.g., Louisiana Purchase, Homestead Act, free/slave state admission, territorial wars. | 373, 432-433, 434-435, 477-478 | | |
| b. | Relate how new settlement affected the homes and communities of the westward pioneers. | 547, 548, 549 | | |
| c. | Research the impact of inventions on expansion; e.g., steamboat, cotton gin, transcontinental railroad. | 410, 411, 535, 539, 540, 541 | | |
| Objective 2.3: Analyze expansion of the United States from the Civil War to 1900. | | | | |

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| | a. | Trace the trails that led to western expansion; e.g., Oregon, Spanish, California, Mormon. | 439, 440, 441 | | |
| | b. | Describe the impact of expansion on the American Indians; e.g., loss of land, reservations, lifestyle. | 136, 138, 143, 149 | | |
| STANDARD III: Students analyze the emergence of the United States as a world influence from 1900 to the present. | | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ % | | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> | |
| Objective 3.1: Examine the effects of World War I and the Great Depression on the United States. | | | | | |
| | a. | Research the reasons for United States' entrance into World War I. | 610 | | |
| | b. | Describe the effects of World War I on the United States. | 611 | | |
| | c. | Examine the consequences of the Great Depression on the United States. | 619, 620, 621, 622 | | |
| Objective 3.2: Analyze the major causes and effects of World War II. | | | | | |
| | a. | Trace the events leading to the United States' entrance into World War II. | 626-627 | | |

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| | b. Identify economic impacts of World War II on individuals and the nation; e.g., rationing, government bonds, education, move to industrial society. | 626-627 | | |
| | c. Analyze the development of technology resulting from World War II; e.g., medical, transportation. | Can be developed from 641 | | |
| Objective 3.3: Identify the role of the United States in world affairs from World War II to the present. | | | | |
| | a. Trace the influence of the United States after World War II; e.g., United Nations, Cold War, Vietnam War, emergence of new countries. | 630, 637, 652-653 | | |
| | b. Explain the role of the United States as a leader of the world in the spread of democracy and human rights; e.g., Russia, Eastern Europe, China. | 637, 638, 639 | | |

STANDARD IV: Students analyze the contributions of key individuals and groups on the development of the New World and the United States.

| Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ % | | |
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| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> |
| Objective 4.1: Analyze the role of American Indians, explorers, and leaders in the development of the New World. | | | | |
| a. | Explain the contributions of American Indians to the success of colonization. | 128-129, 136, 160, 161, 165, 171 | | |
| b. | Describe the role of early explorers in North America. | 126-127, 135, 143-144 | | |
| c. | Explain the reasons early leaders established the first colonies; e.g., religion, expansion, economics. | 148-149, 159, 165, 169, 172, 178, 179, 180 | | |
| Objective 4.2: Examine the role of leaders that led to United States independence. | | | | |
| a. | Identify primary political leaders of the Revolutionary War. | 262, 270, 272, 277, 278, 281, 282 | | |
| b. | Identify military leaders of the Revolutionary War. | 283, 290, 303, 304, 305, 315, 316 | | |

STANDARD V: Students analyze the role of the Constitution in the building of governance and citizenship in the United States.

Percentage of coverage in the *student and teacher edition* for Standard V: _____ %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard V: _____ %

OBJECTIVES & INDICATORS

Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)

Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries

Objective 5.1: Trace the development of the United States Constitution.

a. Identify documents used to develop the Constitution; e.g., Magna Carta, Mayflower Compact, Articles of Confederation.

E14, 17, 170, 330, 339, 343, 354

b. Describe the goals outlined in the Preamble.

17, 348

c. Identify key individuals in the development of the Constitution.

345, 346, 347, 350, 351

Objective 5.2: Examine the functions of the branches of Federal Government.

a. Explain the role of the Legislative, Executive, and Judicial branches of government.

339, 348, 349

b. Explain the process of passing a law.

Can be developed from 348-349

Objective 5.3: Analyze democratic processes.

a. Describe how to become a citizen.

H2-H3

b. Identify the rights and responsibilities of citizenship; e.g., vote, obey laws, work for common good.

E12-E13, H2-H3, 15, 16

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| c. | Participate in patriotic traditions of the United States; e.g., pledge of allegiance, flag etiquette. | 11, R26-R29 | | |
| d. | Participate in activities that promote the public good; e.g., Academic Service-Learning. | 40-41, 504-505, 663 | | |
| STANDARD VI: Students analyze events and leaders in the United States through the 19th century. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ % | | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ % | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> |
| Objective 6.1: Recognize primary explorers, events, and military leaders from the Constitution to the Civil War. | | | | |
| a. | Identify post-settlement explorers who contributed to the expansion of the nation; e.g., Lewis and Clark, Daniel Boone, John C. Fremont. | 374, 376 | | |
| b. | Trace the wars and political movements; e.g., War of 1812, Mexican War, Monroe Doctrine. | 382-384, 403, 434 | | |
| c. | List major political and military leaders in the expansion of the nation. | 432, 433, 437 | | |
| Objective 6.2: Analyze the impact of the Civil War on the development of the nation. | | | | |
| a. | Examine reasons for the Civil War. | 461, 465, 482, 485, 486 | | |

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| | b. Explore the impact of the Civil War on the development of the United States. | 479, 486-487, 547 | | |
| Objective 6.3: Analyze the significant social and political movements of the United States from the Civil War to 1900. | | | | |
| | a. Trace the development of social and political movements; e.g., abolition, child labor, immigration, labor unions. | 404, 461, 467, 473, 474, 480, 517, 518, 519, 571, 572, 573, 576, 603, 612, 613, 643, 646, 647 | | |
| | b. Identify leaders of the social and political movements. | 473, 474, 480, 483, 500, 518, 571, 576, 603, 612, 613, 645, 647, 648, 649 | | |
| STANDARD VII: Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ % | | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ % | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> |
| Objective 7.1: Analyze the significant events and actions of the 20 th century. | | | | |
| | a. Examine social and political movements; e.g., suffrage, prohibition, civil rights. | 404, 461, 467, 473, 474, 480, 517, 518, 519, 571, 572, 573, 576, 603, 612, 613, 643, 646, 647 | | |
| | b. Describe the significance of science, technology, inventions, and medical discoveries. | E6-E7, H7, 23, 31, 410, 563-565 | | |
| | c. Examine the development of arts and popular culture of the United States; e.g., artists, writers, pop culture. | 588-589, 611, 613, 618 | | |

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| Objective 7.2: Describe the role of United States leaders in World War I, the Depression, and World War II, to the present. | | | | |
| a. | Examine the role of United States leaders in World War I and the Great Depression. | 610, 611 | | |
| b. | Describe the role of United States leaders from World War II to the present. | 626, 627, 629, 631, 638, 639, 640, 651, 654, 655, 659, 660, 661 | | |
| STANDARD VIII: Students compare the cultures of Canada, Mexico, and the United States. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ % | | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ % | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> |
| Objective 8.1: Explore the governments of Canada and Mexico. | | | | |
| a. | Examine the branches and duties of the government of Canada. | 680 | | |
| b. | Examine the branches and duties of the government of Mexico. | 680-681, 684-685 | | |
| c. | Compare the governments of Canada and Mexico to the government of the United States. | 680-681, 684-685 | | |
| Objective 8.2: Experience the cultures of Canada and Mexico. | | | | |
| a. | Experience the culture of Canada; e.g., music, art, literature, celebrations. | Can be developed from 165 | | |
| b. | Experience the culture of Mexico, e.g., music, art, literature, celebrations. | Can be developed from 143, 144, 148 | | |

STANDARD IX: Students analyze the influence of geographic features on the building of the New World and the United States.

Percentage of coverage in the *student and teacher edition* for Standard IX: _____ %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard VII: _____ %

OBJECTIVES & INDICATORS

Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)

Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries

Objective 9.1: Analyze how physical features affected the expansion of North America.

a. Show how geographic features influenced location of settlements; e.g., water, mountains, plains, deserts.

177, 205, 241, 242, 243

b. Identify the impact of physical features on agriculture and industry in the colonies.

159, 161, 165, 177, 205, 213

c. Analyze how geographic features and natural resources led to major land acquisitions.

342, 372, 373-375, 433, 435

Objective 9.2: Use maps to identify the development of the New World and the United States.

a. Identify European colonies in the New World.

148, 165, 166, 167, 177, 178, 179, 180, 205

b. Compare maps of the New World from the 1600s to the end of the Revolutionary War.

166, 177, 205, 337, 342

STANDARD X: Students examine the influence of geography on the building of the United States.

| Percentage of coverage in the <i>student and teacher edition</i> for Standard X: _____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ % | |
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| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) |
| Objective 10.1: Analyze how physical features affected the expansion of the United States. | | | |
| a. | Show how geographic features influenced location of settlements. | 177, 250, 241, 242, 243 | |
| b. | Analyze how geographic features and natural resources affected the migration of Americans to the West. | 374-3754, 376, 439, 440, 441, 539, 540, 547 | |
| Objective 10.2: Examine the impact geography had on the Civil War. | | | |
| a. | Compare geography of the Northern and Southern States and its influence on agriculture and industry. | 205, 431, 465, 473, 493 | |
| b. | Examine maps of the United States from 1800 to 1860. | 375, 378-379, 405, 435, 473, 477, 479, 486 | |
| c. | Identify the Northern and Southern States in the Civil War. | 473, 477, 479, 486 | |

STANDARD XI: Students analyze the physical features and political divisions of the United States.

Percentage of coverage in the *student and teacher edition* for Standard XI: _____ %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard VII: _____ %

OBJECTIVES & INDICATORS

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Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries

Objective 11.1: Use maps to analyze the physical features of the United States.

a. Locate the physical features of the United States; e.g., oceans, mountains, rivers, deserts, political boundaries.

375, 440, R7, R8, R9, R14-R15

b. Compare the regions of the United States.

477, 479, 486

c. Locate the borders of Canada and Mexico.

678-679, 682-683, R12-R13

d. Map the states affected by the Great Depression drought.

619, 620, 621

Objective 11.2: Examine the political divisions of the United States.

a. Analyze how state borders are chosen; e.g., rivers, lakes, latitude and longitude lines.

R12-R13, R14-R15

b. Identify the political borders of the United States.

R10-R11, R12-R13

STANDARD XII: Students compare the physical and political features of North America.

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| Percentage of coverage in the <i>student and teacher edition</i> for Standard XII:_____ % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII:_____ % | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) |
| Objective 12.1: Identify the physical features of North America. | | | |
| a. | Identify the countries of North America. | R8, R10-R11 | |
| b. | Compare the physical features of Canada and Mexico; e.g., mountains, rivers, oceans, plains, deserts. | R9, R14-R15 | |
| Objective 12.2: Compare the historical relationships of Canada, Mexico, and the United States. | | | |
| a. | Identify the longest unmanned border in the world. | R12-R13 | |
| b. | Identify trade and immigration patterns that have contributed to our culture. | 136, 137, 141, 147, 159, 165, 166, 167, 206, 440, 535, 569, 570 | |